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ANNUAL REPORT

STATE DOCUMENTS

of

SUPERINTENDENT OF PUBLIC INSTRUCTION

NOV - 8 1974

DOLORES COLBURG



PLEASE RETURN

to the

GOVERNOR of MONTANA

HONORABLE THOMAS L. JUDGE

for the

FISCAL YEAR ENDED

June 30, 1974

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October 11, 1974

DOLORES COLBURG

The Honorable Thomas L. Judge
Governor
State of Montana
State Capitol
Helena, Montana 59601

Dear Governor Judge:

In accordance with the requirements of Section 82-4002, R.C.M. 1947, I herewith transmit to you the report of the Superintendent of Public Instruction covering the fiscal year ended June 30, 1974.

The effort to achieve more citizen involvement in the state's educational enterprise was continued chiefly through a basic quality education study, our school-community assistance process and our statewide educational needs assessment. While we take pride in the fact that more teachers than ever before participated in regional workshops sponsored by my office, we are equally proud that more Montanans than ever before became aware of the school's role as a vital force in shaping the destinies of both the community and its people. Montanans demonstrated that they are concerned with the quality of our school's educational programs and that they will assist, in small ways and large, to the strengthening of institutions of learning.

MAJOR ACCOMPLISHMENTS

- More than two-thirds of Montana's school teachers participated in six regional inservice workshops sponsored by my office.
- Public involvement in activities associated with a study of basic quality education occurred across the state, and an Interim Report approved by the Board of Public Education was submitted to the public and to the legislature for comment. Work is continuing on this important endeavor.
- Marked progress was recorded in our statewide educational needs assessment. Objectives and test items were developed for five of the state's 15 goal areas, and a pilot program in selected school districts tested the validity of the items. Information concerning the objectives

The Honorable Thomas L. Judge

October 11, 1974

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and test items for the first five goals will be made available to school officials to assist them in providing a better evaluation of their educational programs.

- A broad expansion in educational opportunities and services to meet the special needs of handicapped students was inaugurated following action by the 1974 legislature.
- As a large number of Montana elementary schools prepared to institute public kindergartens for the first time in their districts beginning with the 1974-75 school year, my office was called on to provide technical assistance to scores of interested school district officials.

My office continued its task of developing a statewide philosophy of education consistent with the expressed educational needs of our citizens. In this mission, the past year has been one of exploration and involvement to determine both alternative means and effective ways to deliver educational services to our schools and citizens.

Sincerely,


DOLORES COLBURG
State Superintendent

DC:el

AGENCY ORGANIZATION

Principal Officers

SUPERINTENDENT OF PUBLIC INSTRUCTION AND EXECUTIVE OFFICER OF VOCATIONAL EDUCATION	Dolores Colburg
Assistant Superintendent	Harold Rehmer
Assistant Superintendent	L. E. Scarr
Director, Internal Support Services	Rae Haas
Director, Financial and General Support for Schools	Robert Lehman
Director, Research, Planning, Development and Evaluation	Robert Lehman
Director, Vocational and Occupational Skills	Ben Ulmer
Director, Basic Skills	Clark Fowler

Principal Office Locations

State Capitol	Helena, Montana 59601
Sam W. Mitchell Building	Helena, Montana 59601
1300 Eleventh Avenue	Helena, Montana 59601
1320 Bozeman Street	Helena, Montana 59601



APRIL 1974

LEGAL REFERENCES

The Superintendent of Public Instruction is a constitutional elective officer. As in case of the other members of the executive branch, the Superintendent of Public Instruction is accountable to the citizens of Montana. The Constitution assigns the State Superintendent such duties as are provided by law."

The Superintendent of Public Instruction has the general supervision of the public schools and school districts of the state of Montana. In addition, the State Superintendent is executive officer of vocational education for the state. Specific powers and more than 100 duties and responsibilities are set out in Section 75-5707, R.C.M. 1947. The Superintendent exercises certain administrative powers and duties described in Sections 75-5704, 75-5705 and 75-5706, R.C.M. 1947, and the administrative appellate jurisdiction set forth in Section 75-5709, R.C.M. 1947. Section 75-7303 provides that the Superintendent of Public Instruction is authorized to request, accept and expend federal funds available for the public schools and vocational education.

The Superintendent is an ex officio member of, and is secretary to, the Board of Vocational Education and the State Board of Education and is an ex officio member of the Board of Regents of Higher Education. The Superintendent is also a member of several other boards and commissions: the Library Commission, the Educational Broadcasting Commission, the Teachers' Retirement Board and the Board of Land Commissioners.

FEDERAL STATUTES

20 USC 1141-1167, as amended (25 USC 451-454)	Johnson-O'Malley Act
20 USC 1751-1764, as amended (42 USC 1751-1764)	National School Lunch Act
20 USC 481-484, as amended (20 USC 484)	Federal Property and Administrative Services Act (Surplus Property)
20 USC 631-647, as amended (20 USC 631-647)	School Construction
20 USC 236-241-1, as amended (20 USC 236-241-1)	Federal Impact Aid
20 USC 441-455, Title III (20 USC 441-455)	National Defense Education Act, Title III
20 USC 2571-2628, as amended (42 USC 2571-2628)	Manpower Development and Training Act
7 USC 1431, as amended (7 USC 1431)	Food and Agriculture Act of 1962
20 USC 1241-1391, as amended (20 USC 1241-1391)	Vocational Education Act of 1963
Title II	Follow Through
20 USC 841-848, as amended	Elementary and Secondary Education Act of 1965
Title I (20 USC 241a-241m)	Financial Assistance to Meet the Special Educational Needs of Educationally Deprived Children
Title II (20 USC 821-827)	School Library Resources, Text-books and Other Instructional Materials
Title III (20 USC 841-848)	Supplementary Educational Centers and Services

LEGAL REFERENCES

Title IV (20 USC 331-332b)

Title V (20 USC 861-869a)

Title VII (20 USC 880b-880b-6)

Title VIII (20 USC 887)

-329, as amended (20 USC 1001-1145a)
9-642, as amended (42 USC 1771-1786)
9-750, as amended (20 USC 1201-1211a)
0-35, as amended (20 USC 1091-1110c-3)
1-209 (38 USC 1691-1697A)

1-230, Title VI (20 USC 1401-1461)

1-527, as amended (21 USC 1001-1007)

Cooperative Research

Strengthening State Departments
of Education

Bilingual Education

Dropout Prevention

Higher Education Act of 1965

Child Nutrition Act of 1966

Adult Education

Education Professions Development Act

Veterans' Education and Training

Amendment of 1970

Education of the Handicapped

Drug Education

MAJOR RESPONSIBILITIES

To meet the constitutional "goal of the people to establish a system of education which will develop the full educational potential of each person" and guarantee "equality of educational opportunity. . . to each person of the state" and to meet the statutory responsibilities of the office, the State Superintendent strives to advance optimum educational opportunities in the state, provide equal educational opportunities in all Montana communities and attain and maintain quality education by refining and supplementing existing educational resources and structure.

The responsibilities of the State Superintendent's office embrace several major areas: basic skills, vocational and occupational skills; financial and general support for schools; internal support services; and research, planning, development and evaluation.

Efforts of the State Superintendent's office to serve teachers and school district officials take a variety of means and forms. The management of more than 60 state and federal programs for the benefit of the state's schools constitutes a major portion of those efforts. The State Superintendent's office provides assistance to teachers and schools through regional workshops, educational conferences, school visitations, the School-Community Assistance Process, making recommendations to the Board of Public Education for the accreditation of schools, approving educational programs, certifying administrative and teaching personnel, operating an audiovisual library, providing consultative and technical assistance to school teachers and officials, disseminating information and establishing statewide goals for education. The distribution of public funds to school districts for state equalization aid, pupil transportation, food services, federal impact aid and other purposes exceeded \$82 million in the 1974 fiscal year.

In discharging the duties of the State Superintendent, the office's prime patrons include 660 school districts, 863 public schools and more than 9,000 teachers and school officials.

The scope of the State Superintendent's work requires close official working relationships with such organizations and agencies as the Montana legislature, the United States Office of Education, the National Institute of Education, the U. S. Department of Agriculture, the Bureau of Indian Affairs, as well as other state and federal departments and commissions.

Considering the scope and duties of the office, the State Superintendent maintains close liaison with a number of lay and professional organizations including the Montana Education Association, the Montana Federation of Teachers, the Montana School Boards Association, the Montana Association of School Administrators, the Montana Congress of Parents and Teachers and the Council of Chief State School Officers.

MAJOR ACCOMPLISHMENTS

1. Regional Workshops

Six regional, inservice workshops involving more than 700 workshop sessions were conducted in the early fall of 1973 for Montana teachers and other school personnel. The workshops, designed to meet the specific needs of teachers in each region of the state, were attended by approximately 5,500 teachers.

2. Basic Quality Education Study

In response to Senate Resolution No. 14 approved on March 12, 1973, a study on the dimensions of a basic quality education was instituted under the auspices of the Board of Public Education with intensive staff and public involvement in research activities. Meetings were held with students, educators and community members to learn what they thought schools should be accomplishing for students. An interim report was presented to both the legislature and the public in February 1974. A slide-tape presentation summarizing the report was prepared and shown at meetings across the state. In addition, a summary brochure was published. Approximately 2,000 copies of the Interim Report and 1,000 summaries were distributed to Montanans. Research and planning continued for the submission of a report to the legislature in 1975.

3. Statewide Needs Assessment

Building on 15 goals identified for Montana education in the 1973 fiscal year through a statewide needs assessment, objectives and test items at the sixth and twelfth grade levels were developed for the first five goal areas (communication skills, fitness, citizenship, lifelong learning and careers). A pilot test to ensure the validity of test items was conducted. The focus and emphasis of the needs assessment is to make available to school officials objectives and test instruments that may be utilized to furnish a better evaluation of their educational programs.

4. Special Education

Consistent with the state legislation enacted by the 1974 Legislative Assembly mandating an expansion in services for handicapped children, the office implemented a statewide program to increase educational services to meet the special needs of handicapped students. In the implementation, the regional services plan inaugurated in the 1973 fiscal year was utilized to provide a more effective delivery system. The program is expected to provide better fiscal and programmatic accountability.

MAJOR ACCOMPLISHMENTS

5. Kindergarten

In preparation for a substantially increased number of school districts to initiate kindergarten programs in the 1974-75 school year, technical assistance was furnished to a large number of school district officials through regional meetings and other means. A publication titled Montana Kindergarten Handbook was prepared with the help of many Montana educators to provide a ready resource for kindergarten teachers. More than 1,000 copies of the handbook were distributed to schools, universities and interested kindergarten teachers.

6. Elementary Traffic Safety Education

Elementary traffic safety education guides for grades K-6 were field-tested in three areas of traffic education: bicycle, passenger and pedestrian safety. The guides, developed to provide an integrated, performance-based educational program, will be distributed to interested schools and teachers upon request.

7. Centralized Information

An information and referral desk was initiated to centralize information functions and to activate a toll-free "hot line" providing statewide access to the State Superintendent's office. In addition, library service was initiated for office personnel, including retrieval of educational information from state and local sources as well as from a national computerized network. Plans are under way to extend this latter service to local school districts as soon as resources are available.

8. Postsecondary Vocational-Technical Centers

With the involvement of the directors of the state's five postsecondary vocational-technical centers, the development of a management information system began. The system should make it possible to develop a method for the assessment of educational needs on a more uniform basis and should promote more effective program planning and evaluation.

9. Staff Evaluation

For all staff positions in the State Superintendent's office, position descriptions with attendant performance standards were developed and

MAJOR ACCOMPLISHMENTS

integrated with an evaluation system developed by staff and adopted by the State Superintendent. The evaluation system is designed to improve staff competencies and to provide for self-evaluation.

10. Education Conference

"A Choice of Futures, A Future of Choices" was the theme of the State Superintendent's Annual Education Conference involving about 300 school officials and interested citizens. In addition to a powerful "futuristic" keynote address, the conference included a series of seven workshops on statewide education goals, the State Superintendent's office, certification and accreditation, kindergartens and middle schools, special education, vocational education and federal influences.

	<u>1973-74</u>	<u>1972-73</u>	<u>Increase (Decrease)</u>
General Administration	\$ 820,569	\$ 775,288	\$ 45,280
Financial and General Support	399,150	391,617	7,533
Vocational and Occupational Skills	498,233	536,747	(38,514)a
Basic Skills	752,705	1,109,432	(356,727)a
Research, Planning, Development & Evaluation	<u>149,592</u>	<u>171,201</u>	<u>(21,608)</u>
Subtotal for Operations	\$ 2,620,249	\$ 2,984,285	\$ (364,036)a
<u>Transfers</u>			
General Administration	\$ 30,172	-0-	30,172
Financial and General Support	12,931	29,672	(16,741)
Vocational and Occupational Skills	95,870	143,601	(47,731)
Basic Skills	116,114	166,677	(50,563)
Research, Planning, Development & Evaluation	44,480	30,525	13,955
Distribution to Public Schools	11,788,652	-0-	11,788,652
<u>Distribution of Public Funds</u>	<u>\$82,677,302</u>	<u>\$64,074,647</u>	<u>\$18,602,655</u>
Total Program	<u>\$97,385,770</u>	<u>\$67,429,407</u>	<u>\$29,956,363c</u>
Personal Services	\$ 1,679,789	\$ 1,907,221	\$ (227,432)
Operating Expenses	734,805	917,494	(182,689)
Equipment	205,657	159,570	46,087b
Subtotal for Operations	\$ 2,620,249	\$ 2,984,285	\$ (364,034)
<u>Transfers</u>	<u>\$12,088,216</u>	<u>\$ 370,475</u>	<u>\$11,717,741</u>
Local Assistance and Grants	\$82,677,302	\$64,074,647	\$18,602,655
Total by Category	<u>\$97,385,770</u>	<u>\$67,429,407</u>	<u>\$29,956,363</u>
General Fund	\$35,880,705	\$21,761,301	\$14,119,404
Unmarked Revenue Fund	35,607,352	23,873,606	11,733,746
Federal and Private Revenue Fund	1,433,116	2,026,806	(593,690)
Federal and Private Grant Clearance Account	24,047,610	19,345,995	4,701,615
Revolving Fund	416,987	421,699	(4,712)
Total by Funding Source	<u>\$97,385,770</u>	<u>\$67,429,407</u>	<u>\$29,956,363</u>

Staff and operations were curtailed in FY 74 in anticipation of major cuts in federal programs. In addition, the Firefighters Training subprogram and Migrant Children Education subprogram were moved to local school districts and funded in Distribution of Public Funds program.

Additional films for the audiovisual library and diesel tractor for Donable Property subprograms.

Additional state and federal funds were available for distribution to public schools.

PROGRAM ANALYSIS

PROGRAM: GENERAL ADMINISTRATION

GOAL

Provide management and support services necessary to the operational core of the office for effective administration and improvement of education in Montana. Support services include such activities as budgeting, accounting, purchasing and inventory, employment services, information services, staff services and staff library.

OBJECTIVES

Anticipate and provide efficiently and economically the management tools needed to meet the increasing demands for service by the educational community of the State of Montana.

Supply information to the public and the educational community about educational needs, accomplishments and methods to generate greater understanding, involvement and support.

Use available financial resources to provide the staff of the State Superintendent's office with the staff services, supplies, equipment, office environment and financial accountability to meet its responsibilities in an effective and efficient manner.

Maintain liaison with numerous agencies at local, state and federal levels for the purpose of communicating on issues, problems and concerns important to Montana education.

ACHIEVEMENTS

The Statewide Budgeting and Accounting System was implemented in the State Superintendent's office resulting in better budgetary control and more adequate cost analysis for all programs.

Liaison and support for the Board of Public Education was increased, with emphasis on scheduling, policies and procedures to improve Board operation and involvement in Montana education.

Technical assistance was provided to the Commission on Postsecondary Education particularly in the areas of vocational education, articulation between secondary and postsecondary levels and health care education. Staff members served on technical committees and task forces of the Commission to gather information on pertinent areas of study.

PROGRAM ANALYSIS

GENERAL ADMINISTRATION (continued)

An office committee on energy conservation was established. The committee has three areas of concern: 1) energy conservation in the State Superintendent's office, 2) assistance to schools throughout the state in developing and implementing plans for more efficient and economical use of all forms of energy and 3) assistance to schools in developing broad educational programs related to energy consumption, environmental needs and resultant social changes.

An artwork-production capability was added to Information Services, improving the impact and appearance of publications and the visuals produced by the office.

PROGRAM ANALYSIS

PROGRAM: FINANCIAL AND GENERAL SUPPORT FOR SCHOOLS

GOAL

Administer, allocate and distribute state and federal monies, resources and goods to school districts and compile school district expenditure and population data. Program areas include pupil transportation, state aid equalization, federal impact aid, school food services, audiovisual library and other instructional resources.

OBJECTIVES

Apportion goods, monies and resources among the school districts in the state in a timely and equitable manner.

Develop and refine school district financial and statistical reporting standards.

Collect and analyze educational statistics.

ACHIEVEMENTS

State aid equalization payments exceeding \$54.7 million were distributed to the state's school districts during the fiscal year. For the same period, transportation payments of more than \$1.4 million were distributed to school districts.

The number of schools with lunch programs increased from 517 to 523. The average daily participation in lunch programs increased seven percent. The staff conducted 121 administrative reviews, 29 special assistance reviews, eight area workshops and completed units of study in nutrition education for grades K-6.

The staff approved 568 ESEA Title II projects for the purchase of library books and audiovisual equipment. In addition, 172 NDEA Title III projects were approved for the purposes of improving instruction in mathematics, the arts, music, foreign languages, history, civics, geography, reading, English, economics and industrial arts.

The audiovisual library staff processed more than 110,000 requests for films; more than 80,000 of these requests were filled.

The first stage of an information system was implemented with improved capabilities for forms management, systems development and ad hoc reporting.

The staff generated special reports including special education program costs in fiscal year 1974, capital expenditures by school districts, patterns of school district expenditures and a comparison of revenue from federal impact aid to other revenues for selected districts in northwestern Montana.

PROGRAM ANALYSIS

PROGRAM: VOCATIONAL AND OCCUPATIONAL SKILLS

GOAL

Provide assistance to and supervise various vocational and occupational curriculum areas and programs to improve opportunities for the citizens of Montana. Activities in this program focus on the coordination of the state's vocational-technical centers and on such areas as agriculture education, business and office education, marketing and distributive education, health occupations, consumer-homemaking, wage-earning home economics, technical education, trade and industrial education, manpower training, veterans' education and training, and vocational guidance.

OBJECTIVES

Assist Montana educators by conducting conferences, workshops and visitations to develop effective programs in vocational education and administration.

Inform educators of federal and state monies available for vocational education programs, help eligible units develop projects and applications, and review and approve projects.

Develop study guides and instructional materials.

Assist in the coordination of teacher training programs.

Work with school-community groups and other agencies or organizations.

Promote more effective use of educational technology.

Make financial and statistical analyses of data affecting vocational education in the state.

Develop and administer the Montana State Plan for Vocational Education.

Achieve effective coordination of vocational and occupational education in the state.

ACHIEVEMENTS

Vocational education programs were provided for 12,033 secondary level students. In addition, 12,000 secondary students benefitted from prevocational

PROGRAM ANALYSIS

EDUCATIONAL AND OCCUPATIONAL SKILLS (continued)

and group guidance programs, 17,609 from industrial arts programs, 10,372 from consumer-homemaking programs and 3,181 from special programs.

Opportunities were provided to 3,352 postsecondary level students in occupational training programs and to 554 students in special programs. There were 5,321 students who benefitted from adult level occupational training programs. In addition, 220 adult level students benefitted from special programs, 69 from consumer-homemaking programs and 2,500 volunteer firemen from special training.

Enrollments on the secondary, postsecondary and adult levels increased by 10 percent over the previous year.

Integration of handicapped and disadvantaged students into regular vocational education programs continued with major emphasis being given to a systems approach to occupational evaluation and programmed instruction methods of vocational skills development.

A pilot project to train and certify teachers on the basis of their competencies rather than on the number of hours of formal academic training continued to be refined and expanded at Northern Montana College. Competencies were identified which are pertinent to vocational education teacher education. Selected courses were made competency-based through the development of objectives related to the competencies needed in selected occupations.

A study of competencies needed in agricultural occupations was completed at Montana State University. A list of skills needed for agricultural occupations was compiled, ranked through a statistical analysis and validated by employers and managers in the field of agriculture. As a result of the study, the agricultural curriculum is being updated to include identified and ranked competencies.

PROGRAM ANALYSIS

PROGRAM: BASIC SKILLS

GOAL

Provide assistance to local communities in assessing and improving the effectiveness of educational programs provided for youth in Montana school districts. Activities in this program focus on such areas as English, foreign languages, mathematics, music, reading, language arts, science, traffic education, Indian education, drug education, education of the handicapped, education for the disadvantaged, innovative and exemplary programs, adult basic education, teacher education, certification, guidance and counseling, and elementary and secondary program supervision.

OBJECTIVES

Assist Montana educators by conducting conferences, workshops and visitations to develop effective methods for classroom instruction and school administration.

Inform educators of federal and state monies available for educational programs, help in the development of projects and applications, and review and approve projects.

Develop study guides and instructional materials.

Assist schools in meeting accreditation standards.

Assist in the coordination of teacher education programs.

Work with school-community groups and other agencies or organizations to promote improved educational programs.

Promote more effective use of educational technology.

Assist in the review of plans for new facilities.

Develop and administer state plans for federal programs.

Provide procedures for planning and evaluation of educational programs and personnel.

PROGRAM ANALYSIS

BASIC SKILLS (continued)

ACHIEVEMENTS

A regional services plan, developed for the delivery of services to special education students, became operational and was utilized to help administer educational programs for handicapped students consistent with legislation passed by the 1974 legislature.

Through the School-Community Assistance Process, teams of staff members worked on a continuing basis in over 15 school districts to help schools involve community members in a process of improving their education programs through planning and evaluation.

A National Science Foundation project was submitted, approved and funded to provide help to schools for improving their mathematics and science programs. One hundred ten secondary and 345 elementary teachers were trained in a concentrated effort for improving mathematics and science programs through implementation of nationally recognized curriculum.

Several publications, including the kindergarten handbook and elementary traffic safety education guides, were developed and published for the use of teachers and school officials.

PROGRAM ANALYSIS

PROGRAM: RESEARCH, PLANNING, DEVELOPMENT AND EVALUATION

GOAL

Provide planning, evaluation and data processing services as a basis for more effective management of state and federal programs.

OBJECTIVES

Provide training and assistance in planning and evaluation for local school districts and the State Superintendent's staff.

Provide data processing services to the office and to local school districts.

Design and implement statewide needs assessment.

ACHIEVEMENTS

Planning and evaluation assistance was provided to 37 towns involving more than 50 school districts. Assistance also was provided to all other programs within the State Superintendent's office, four units of the Montana University System, the Mountain-Plains Education and Economic Development Program and the Commission on Postsecondary Education.

Forty-eight secondary schools with over 25,000 students used data processing class scheduling services. More than 80,000 films were scheduled for bookings to schools. Vocational education enrollment data for all the state's high schools was provided to all high schools and vocational-technical centers.

PROGRAM ANALYSIS

PROGRAM: DISTRIBUTION OF PUBLIC FUNDS

Distribution of Public Funds is not a separate program within the operational and organizational structure of the State Superintendent's office. The amount of funds distributed to Montana school districts and institutions is listed in this category in order to distinguish between office administrative funds and "flow-through" funds.

The amounts listed for the various categories represent actual cash disbursements to eligible participants and may not agree with approved project amounts listed in other sections of this report. All funds for an approved project are not necessarily disbursed during the fiscal year in which that project received approval.

DISBURSEMENTS

A total of \$54,783,606 which included \$11,608,671 in interest and income money was distributed to the 576 school districts entitled to receive state equalization aid. In addition, state equalization aid money in the amount of \$48,000 was disbursed to the Twin Bridges High School District; \$14,958 was disbursed to nine school districts for state impact aid and \$38,500 was distributed to 11 districts as bonus payments for consolidation and annexation.

State transportation reimbursement monies in the amount of \$1,417,671 were distributed to 464 school districts entitled to such reimbursement.

The amount of \$3,074,655 was distributed to fund ESEA Title I projects for disadvantaged children in school districts. In addition, \$434,525 was distributed for projects in state institutions for handicapped, neglected and delinquent children; also \$970,314 was distributed for migrant children education.

The amount of \$221,507 was reimbursed to local school districts and other education agencies under ESEA Title II for library books and library resource materials purchased by the agencies.

A total of \$444,446 was distributed to fund ESEA Title III innovative educational projects in Montana.

A total of \$29,131 was distributed to schools under NDEA Title III to be used as matching funds for equipping and remodeling laboratories and classrooms in academic subject areas.

PROGRAM ANALYSIS

DISTRIBUTION OF PUBLIC FUNDS (continued)

The amount of \$179,021 was distributed to fund special programs for handicapped children. In addition, a total of \$112,280 was expended to help train professional personnel for the education of handicapped children. This figure includes a special federal government grant from the University of Utah for \$56,920.

Under the Education Professions Development Act, \$101,489 was distributed for the training of new teachers and teacher aides and for local projects in drug education. This figure includes a special federal government grant for urban and rural schools.

The Indian education subprogram distributed \$1,032,710 in Johnson-Mulley Act funds for kindergarten and other projects designed for Indian students.

For breakfast, lunch and milk programs, 596 schools were reimbursed \$2,348,270 in federal monies plus state funds in the amount of \$173,788. Under non-food assistance, schools were reimbursed \$185,788 for equipment needed to initiate school food services programs. Schools participating in food services programs received donated agricultural commodities totaling the equivalent dollar value of \$1,368,786.

A total of \$276,078 in federal funds was distributed to support adult basic education programs.

The manpower development and training subprogram distributed \$465,006 in federal funds and \$23,248 in state funds to school districts, private schools and other approved training agencies for the support of manpower training programs.

The Vocational and Occupational Skills program disbursed \$2,308,216 in federal funds and \$3,116,000 in state funds for the support of vocational education programs.

Approved driver education programs in local schools received state funds amounting to \$486,979

